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ABSTRACT

In 1983, a study was conducted at the British Columbia Institute of Technology (BCIT) to determine the factors that influence students to come to the college. The study sought information from first-year day students regarding their demographic characteristics and objectives in attending BCIT, factors influencing their decision to attend, and impediments to attendance. Questionnaires were circulated for classroom administration to 2,198 students enrolled in 28 technological programs during the 1983 academic year, including 880 students in the Business Division, 945 students in the Engineering Division, and 373 students in the Health Division. Study findings, based on responses from 1,645 students, included the following: (1) 61.4% of the students were male, and the median age was 20.5% years; (2) 55.8% of the students enrolled to qualify for a job, 19.7% to decide on a career, and 10.5% to improve existing job skills; (3) the major sources of information on BCIT were college publications and high school counselors; (4) 30.4% of the students chose BCIT because of its academic reputation, and 19% because they wished to train for a specific career; and (5) lack of funding was ranked as the principal barrier to attending BCIT by 24.8% of the students. The study includes a comparison of results by division. The survey instrument and detailed responses by division are appended. (HB)

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1983 FIRST YEAR STUDENT SURVEY

Deborah Bannister

1984-04-11

OFFICE OF INSTITUTIONAL PLANNING

(Project 1035)

U.S. DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

OBJECTIVES OF THE STUDY

A. to identify the characteristics of first year day students enrolled at BCIT:
B. to determine students' main objectives for attending BCIT;
C. to identify those sources which enhance awareness of BCIT;
D. to determine what factors and which individuals have the most influence on students' decision to attend BCIT;
E. to assess what factors were impediments to attending BCIT;
F. to establish whether there are statistically signficant relationships between student characteristics and factors which influence or impede the decision to attend BCIT;
G. to produce divisional profiles and perform divisional comparisons on the aforementioned factors (A - E).

SUMMARY OF RESULTS

BCIT students are career-oriented. They enrol with the main objective of qualifying for a job. Most have been in the labor force for at least the previous year. Fewer and fewer are enrolling directly from secondary school. BCIT is their institute of choice, selected on the basis of its academic reputation and its career specific programs. They make their own decision in selecting BCIT, with support from family members. The biggest problem they encounter in the process is lack of adequate finances.

Younger students, in particular, learn about BCIT in high school, either through the counsellors or from BCIT publications available in the high school. Current and former BCIT students are also effective vehicles for creating awareness, particularly in older students. Therefore, the traditional applicant. being the young high school graduate, is learning about BCIT from traditional sources. For the growing population of older labor force participants, the "product speaks for itself".

INTRODUCTION

I. BACKGROUND[1]

In September 1981 a Task Force was established to develop a planned and coordinated student recruitment strategy for BCIT. It was determined that student based information was essential to assessing the effectiveness of the recruiting methods currently in use. Accordingly, a questionnaire was designed and a survey was conducted of the total 1981 day student population. The purpose of the survey was to determine what factors influenced students to come to BCIT. The results of the survey provided a data base from which recommendations were generated concerning possible strategies for future marketing and recruitment efforts.

The 1981 report of the Task Force emphasized the need for continued study in order to compile sufficient historical data from which trends could be identified. Specifically, the Task Force recommended that the student survey be administered annually for the next five years to assist in student demographics and trend analysis. The student survey was, therefore, readministered in October 1982 to first and second year day students.

As per the Task Force's recommendation, the survey process was continued in 1983, but this time limited to only first year day students since second year students had been included in the 1982 survey. The body of this report presents the results from the 1983 study.

II. OBJECTIVES

The purpose of the BCIT first year day student study continues to be to collect relevant data to determine the significant factors that influence students to come to BCIT. The specific study objectives are:

A. to identify the characteristics of first year day students enrolled at BCIT;

B. to determine students' main objectives for attending BCIT;

(1) G.N. Lloyd, Task Force Chairman, Marketing Strategies for Recruitment at BCIT, 1982:02

G. N. Lloyd, Director, Marketing & Development, Marketing Strategies Plan for BCIT, 1983:02:09

C. to identify those sources which enhance awareness of BCIT;

D. to determine what factors and which individuals have the most influence on students' decision to attend BCIT;

E. to assess what factors were impediments to attending BCIT;

F. to establish whether there are statistically significant relationships between student characteristics and factors which influence or impede the decision to attend BCIT;

G. to produce divisional profiles and perform divisional comparisons on the aforementioned factors (A - E).

METHODOLOGY

I. Survey Instrument - Design and Administration

Following two years of survey administration and tabulation of responses. it was determined that more meaningfulresults could be produced through the application of statistical tests of significance. In an effort to derive additional information from the 1982 student survey, cross-tabulations of first year student responses were performed which provided cursory indicators of possible interrelationships. In order to establish statistically significant relationships it was necessary to refine the survey instrument so that individual measures were independent of each other and so that there was a logical basis for categorizing the data. This entailed a review of questionnaire content to insure an inclusive range of independent response categories for each variable being measured. Additionally, questionnaires used in other, comparable, studies were examined and portions incorporated where appropriate.(2) Repetitive questions were deleted, phraseology was refined and a response ranking procedure was incorporated in lieu of the previous unprioritized multiple response approach. In September, 1983, the revised questionnaire was circulated to members of the Task Force for review and comment. Their suggestions were incorporated in the final version of the survey instrument. (See Appendix A)

(2) Forrester, G.C., Jones, G. and Dennison, J.D. A Profile Study of Students Entering Career/Technical Programs in the British Columbia Community Colleges and Institutes: Technical Report, B.C. Research, February, 1982

The revised instrument addresses the same variables as the previous questionnaire, with some additions. Reorganization of questions and responses makes comparisons with previous years' results inappropriate. Subsequent annual administration of the new survey will allow for comparative analysis.

The questionnaire was circulated to the Department Heads of each technology in the Institute in October 1983. They, in turn, distributed the survey to faculty for classroom administration. Approximately eight weeks were allowed for the return of the completed questionnaires. Telephone followup was conducted of those technologies not responding within four weeks. By December, 1983 the survey process was completed.

II. Target Population and Sample Selection

The target population was defined as all first year day students enrolled at BCIT during the time the survey was being conducted. Population paramaters were identified using student data compiled by the Registrar's Office.[3] As of November, 1983, a total of 2,198 first year day students were enrolled in 28 technological programs at BCIT. Of these, 880 students were in the Business Division, 945 were in the Engineering Division and 373 were in the Health Division. A 100% sampling plan was used for each program, realizing that sample size would be reduced by absentees and non-responding technologies. The final sample consisted of 1645 first year day students, for a 75% response rate. The actual number of students per technology in the target and sample populations are provided in Table 1.

(3) Registrars Report, RD18301, 1983-1984 Technology Set Distribution and Attrition Analysis for November 15, 1983, BCIT internal document.

TABLE I

TARGET POPULATION & SAMPLE SIZE

BY PROGRAM

Program	First Year Day Students Enrolled November, 1983	Responding Sample	Response Rate
Administrative Management	113	101	89.4%
Broadcast	100	89	89.0
Computer Systems	96	0	0
Financial Management	144	94	65.3
Hospitality & Tourism	151	135	89.4
Marketing	168	133	79.2
Operations Management	108	62	57.4
Total Business Division	880	614	69.8%
Building	126	100	79.4%
Chemical Sciences	56	0	0
Civil & Structural	83	58	69.9
Electrical	237	214	90.3
Biological Sciences	61	51	83.6
Forestry	116	93	80.2
Forest Products	13	12	92.3
Gas & Petroleum	33	11	33.3
Mechanical	105	87	82.9
Mining	16	0	0
Surveying	71	64	90.1
Recreational Facilities Management	28	25	89.3
Total Engineering Division	945	715	75.7%
Medical Laboratory	39	26	66.7%
Medical Radiography	50	48	96.0
Nuclear Medicine	17	15	88.2
General Nursing	73	64	87.7
Psychiatric Nursing	90	50	55.6
Biomedical Electronics	37	22	59.5
Health Information	27	27	100.0
Environmental Health	21	19	90.5
Occupational Health	19	12	63.2
Total Health Division	373	284	76.1%
Program Unknown	0	32	-
BCIT Total	2198	1645	74.84%

III. Analysis

The questionnaires were pre-coded and the responses keypunched from the returns. The Statistical Package for the Social Sciences was utilized for analysis of questionnaire returns. Cross-tabulations of all questionnaire items were performed against the responses to question 1 (sex), question 2 (age), question 3 (technology), question 8 (previous activity) and question 11 (previous residence). For questions 12, 13, 14 and 15, tabulations of responses by rank were produced for each response item. This enabled results to be compiled on both total responses to each item regardless of rank, as well as the number of respondents ranking an item as number one (i.e. "most important"). The tabulated results to all questionnaire items are provided in Appendix B for the total sample, Appendix C for the Business Division, Appendix D for the Engineering Division and Appendix E for the Health Division.

Since the level of measurement was nominal (i.e. frequency of responses per item), the Chi Square test for multiple independent groups was selected to analyze the differences observed in the cross-tabulation of responses. The null hypothesis for Chi Square states that there is no significant (non-chance) difference between groups. Chi Square compares the observed distribution of responses with the distribution which would be expected if no difference existed between the groups being studied.

For example, the student sample can be categorized into two groups based on sex, with male responses being compared to female responses on any questionnaire item. The null hypothesis in this instance would state that the sex of the respondent has no relationship to the factor being measured. The .05 level of significance was used as the criteria for accepting or rejecting the null hypothesis, meaning that the probability of the observed differences in responses occuring due to chance is only five times out of one hundred.

In large samples even weak relationships can be statistically significant. Since the sample size was relatively large, a further statistical procedure was applied to control for the magnitude of the observed differences. To assess the strength of the relationship, Cramer's V was applied to minimize the influence of sample size and table size. Cramer's V ranges in value from 0 to +1, with a large value signifying a high degree of association. There is no standard interpretation of significant numerical values of V. Based on comparable research, V values of less than .100 were determined to be indicative of a weak relationship while values greater than .100 implied a strong association.(4)

(4) Forrester, G.C., Jones, A. and Dennison, J., A Longitudinal Follow-Up Survey of Students from Career/Technical Programs in British Columbia Community Colleges and Institutes: Technical Report, B.C. Research, October, 1983.

RESULTS

I. Student Characteristics(5)

Sex and Age

The responding sample of 1645 first year (1983) day students consisted of a majority of males (61.4%). The median age of respondents was 20.5 years, with most (45.0%) aged 19 - 21. (See Figure 1). The mean age was 21.9 years. Female respondents were minimally younger than males (X^2 > p.05; V=.081), with females having a median age of 20.25 and males having a median age of 20.75.

Representativeness of Sample

Comparisons of 1983 enrolment statistics on age and sex of first year day students were performed to determine whether the sample was representative of the population.(6) The proportion of male and female students in the total population was 62% and 38% respectively - almost identical to the sample distribution. The age distributions were also similar (see Table 2).

Table 2

Age Distribution: Population vs Sample

Age	% Population	% Sample
18 & under	15.6	17.1
19 - 21	44.6	45.0
22 - 24	21.2	18.6
25 & over	18.6	17.8

Based on the comparability of the proportional distributions of student age and sex, sample results can be generalized to the total first year day student population.

Main Objectives by Sex

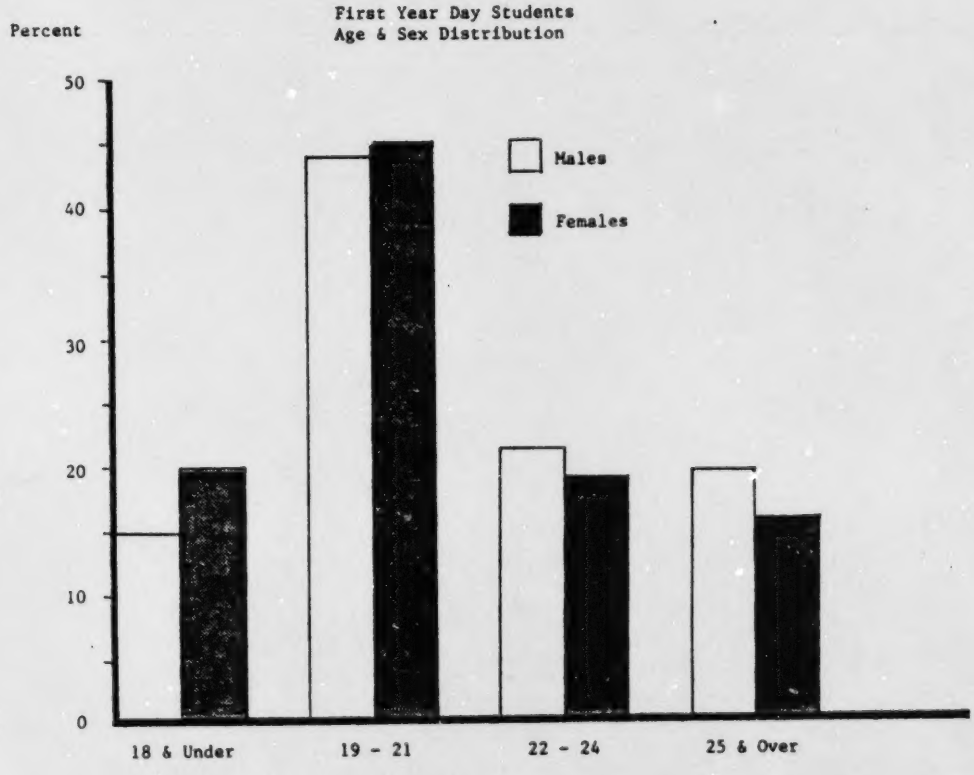
For the majority of students (55.8%) their main objective for enroling at BCIT was to qualify for a job. This objective was followed by to decide on a career (19.7%) and to improve existing job skills (10.5%). Males and females differed significantly

(5) See Appendix B for presentation of raw data.

(6) BCIT College Statistical Report, Enrolment by Age, Sex and Enrolment Status (Halloween Report) 1983:10:31

FIGURE 1

First Year Day Students
Age & Sex Distribution



(X^2 > p.01: V=.10766) in their main objective for enroling (see Figure 2). A greater percentage of females (60.5%) than males (53%) cited to qualify for a job as their main objective. Conversely, a greater percentage of males (11.8%) than females (8.6%) responded that they enroled for the purpose of improving existing job skills.

Main Objective By Age

A strong and significant relationship was found to exist between age groups in terms of main objective (X^2 > .0001; V=.15227). A greater percentage of those aged 18 and under (65%) and 19 through 21 (57.2%) cited to qualify for a job as their main objective, than those aged over 21 (49.9%). The proportion of those attending for the purpose of improving existing job skills increased with age. Only 3.3% of those aged 18 and under cited this purpose, while 21.5% of those 25 and over selected this response. Those aged 19 through 21 had the greatest percentage (23.2%) enroling to decide on a career, while those 25 and over gave this response the least (11.3%)

Decision Time

The decision to attend BCIT was made, on the average (median) seven months before first registration (See Figure 3). Almost 50% of respondents made their decision between four and eleven months before registration. Since September 1983 was the time of registration, this indicates that the decision to attend was made primarily between October 1982 and May 1983. Additionally, BCIT was the first choice institution of 79% of the respondents.

First Choice

Previous Major Activity

The greatest percentage of students (32%) had been employed full time before coming to BCIT (see Figure 4). The next highest proportion of respondents (19.4%) had been students in another post secondary (non university) institution, followed by secondary school students (17.6%). In combination, (employed and unemployed) the labour force was the previous major activity of 50.4% of all respondents.

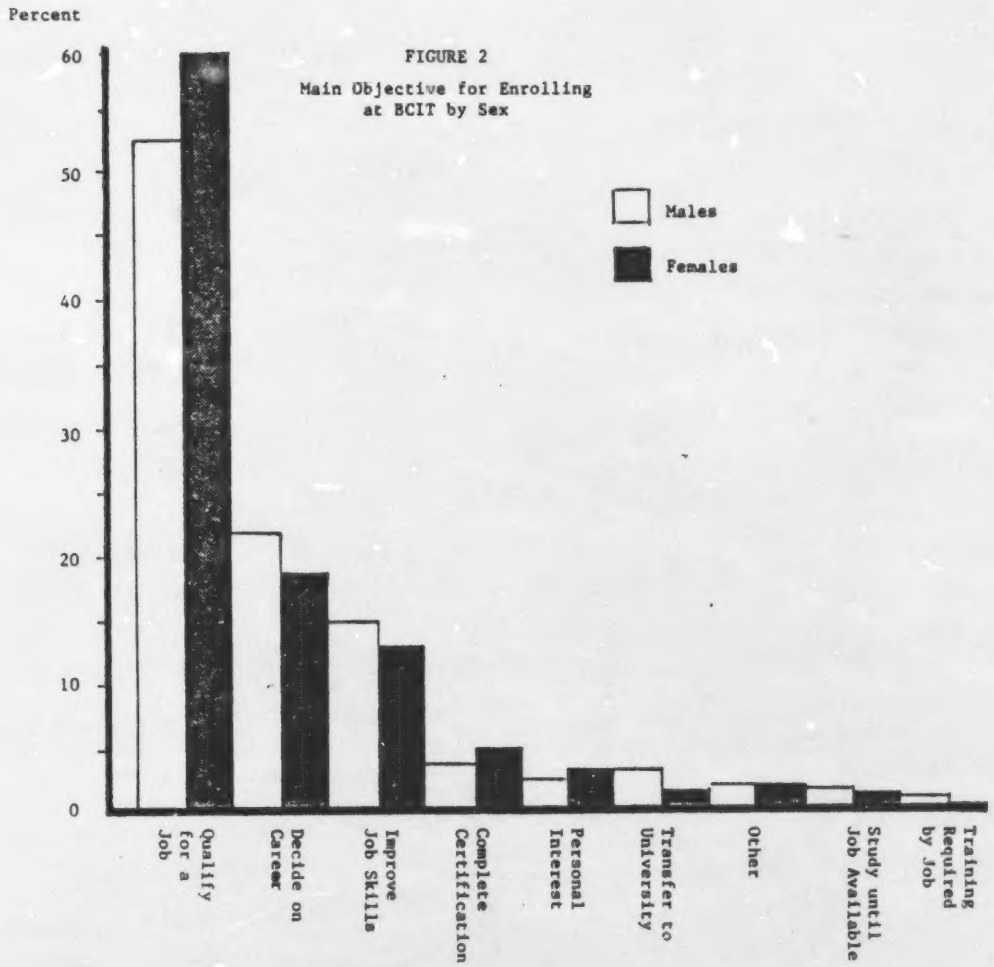


FIGURE 2

Main Objective for Enrolling at BCIT by Sex

FIGURE 3

Decision to Attend by
Time Before Registration

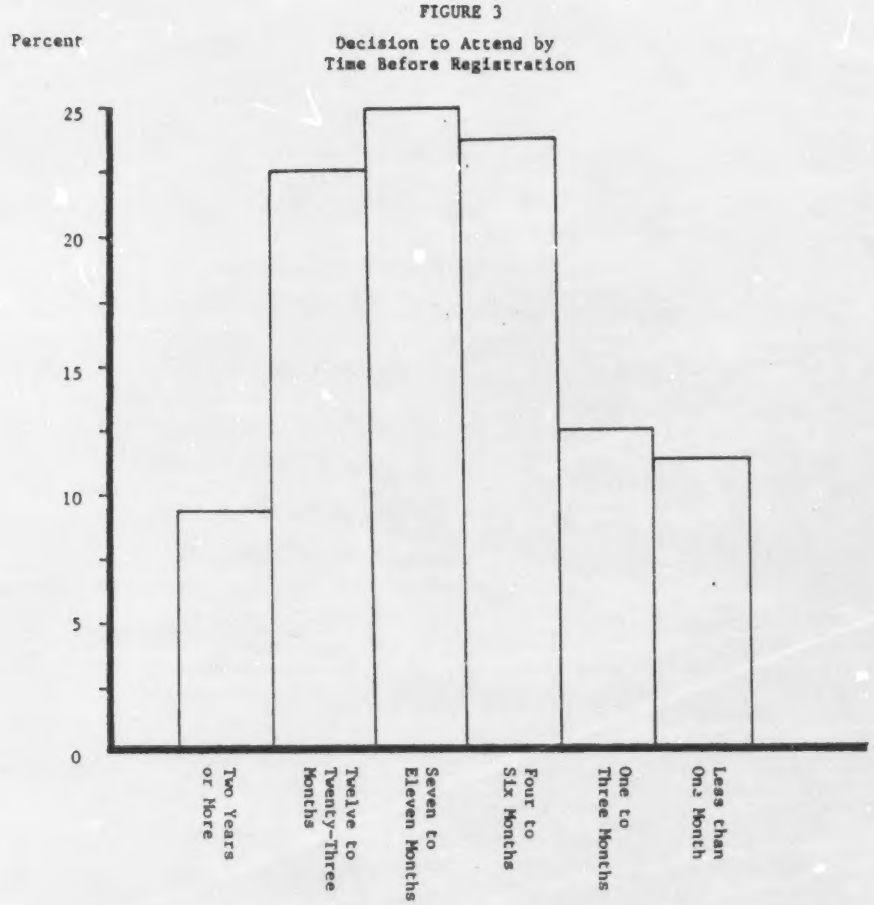
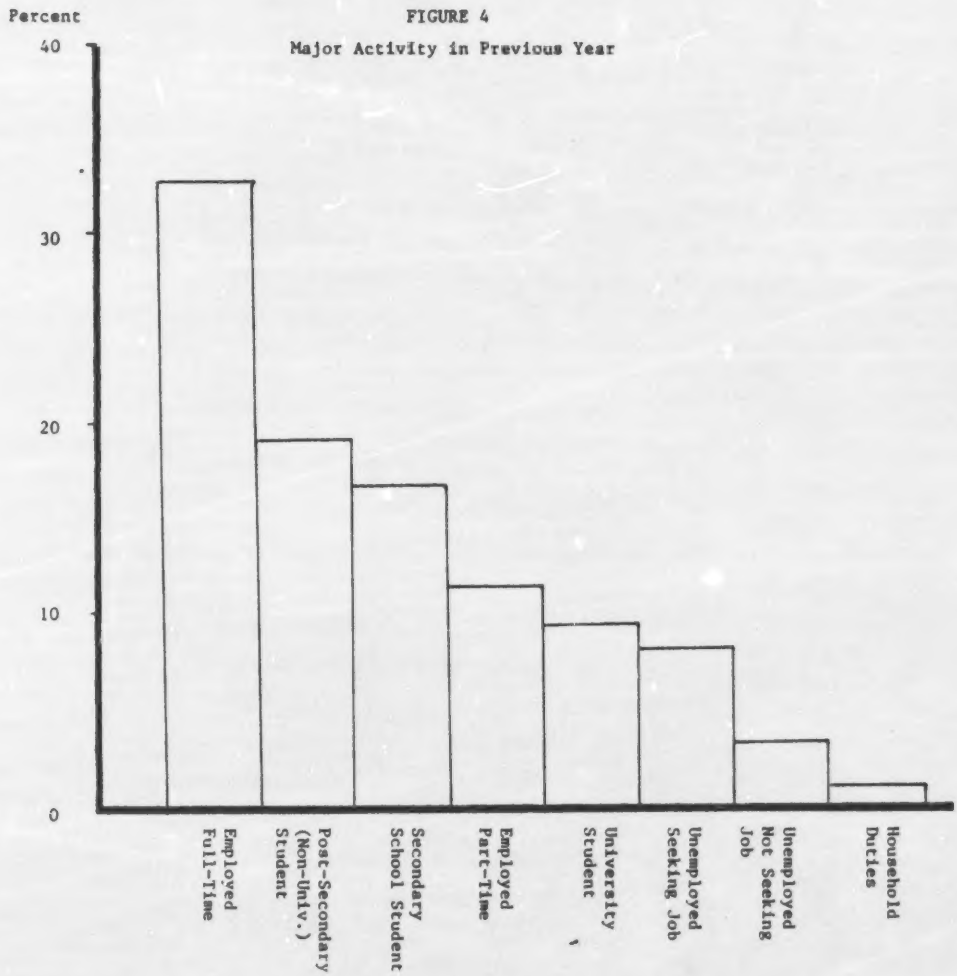


FIGURE 4
Major Activity in Previous Year



Major Activity and Sex

There was a high degree of association between the sex of respondents and their previous major activity (X^2> p.001 .V=.1818). Significantly more males (53.6%) had been in the labor force than females (45.3%), while significantly more females (21.2%) had come from secondary schools than males (15.5%) (see Figure 5).

Major Activity and Age

A highly significant difference between age groups in major activity, was derived (X^2 > p.000; V=.46616). For those aged 18 and under, 80.6% had been students in secondary school while 11.5% had been in the labor force. Of those 19 through 21 years of age, 43.7% had been students in another post-secondary institution (30% college and 13.7% university) while 47.2% had been in the labor force. For the older age groups, labor force participation was predominant (66.4% for 22 - 24 and 77.3% for 25 and over).

Major Activity and Main Objective

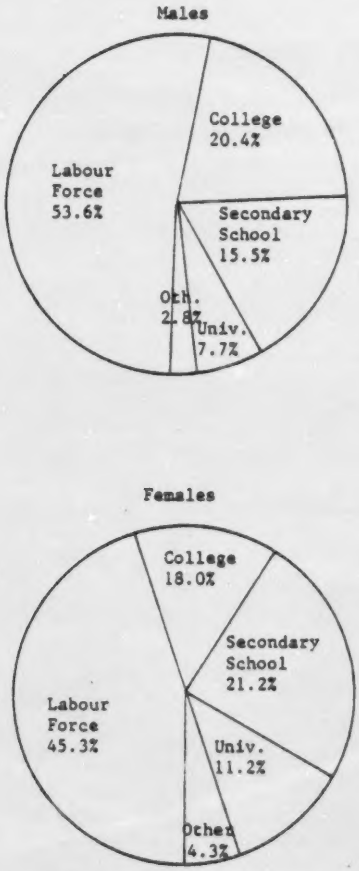
A high degree of association was found between previous major activity in terms of main objective for enroling at BCIT (X^2 > p.01;V=.16624). Those students coming to BCIT from secondary school did so primarily to qualify for jobs (60.1%) or to decide on a career (25.4%). Those coming from university had the greatest percentage (63.7%) attending for the purpose of qualifying for a job. Labor Force participants had the lowest percentage (52.6%) attending to qualify for a job and the highest percentage (14.7%) of those wanting to improve existing job skills.

Current Employment Status

Very few first year day students were employed in any capacity after enroling at BCIT (30%). Of these, 18.4% worked only 1 to 10 hours per week while an additional 8% worked 11 - 20 hours per week. The 19 through 21 age group had the highest percentage employed (34.1%) while the 25 and over group had the lowest (23.3%) (X^2 > p.01; V=.07938).

FIGURE 5

Major Activity in Previous Year
by Sex of Student



Year Last Attended

The majority of students (67.5%) had attended another educational institution in 1983 or 1982. Statistically significant differences were found between the year last attended and age (X^2> p.000; V=.39582) and also previous major activity (X^2 > p.000; V=.34093). The younger the age, the more recently the respondents had attended another educational institution. Further, 95.8% of those who had cited being a student as their major activity in the previous year responded that they had been in school in academic year 1982/83. Though these relationships would obviously be expected to exist, they establish the reliability of the responses.

Previous Main Residence

The Lower Mainland was the main place of residence during the year prior to attending BCIT for 66.6% of the students (or 71.5% including Fraser Valley). Vancouver Island was the residence of 8.8% of the students while the remaining regions in B.C. accounted for 14.6% of the students (see Figure 6). Of those who were 1983 high school graduates, 25.4% had attended secondary school in Vancouver and 40% in other G.V.R.D. school districts. The remaining (35%) secondary schools were distributed among 47 areas,with no single location outside of the Lower Mainland having a significant draw.

Sources of Awareness

BCIT publications in the high school was ranked as the most important (i.e. #1) source for learning about BCIT by more students (13.2%) than any other source (see Figure 7). High school counsellors received the second most #1 ranked responses (12.6%) as an important source for creating awareness. Bus ads received the lowest number of responses, with only one student ranking the source as #1. In fact, all forms of media combined had a very low response, with only 2.8% of students ranking them #1.

When the 19 response items to this question are combined according to source site or type five categories result. To wit: High School

FIGURE 6

Previous Residence
by Sex of Student

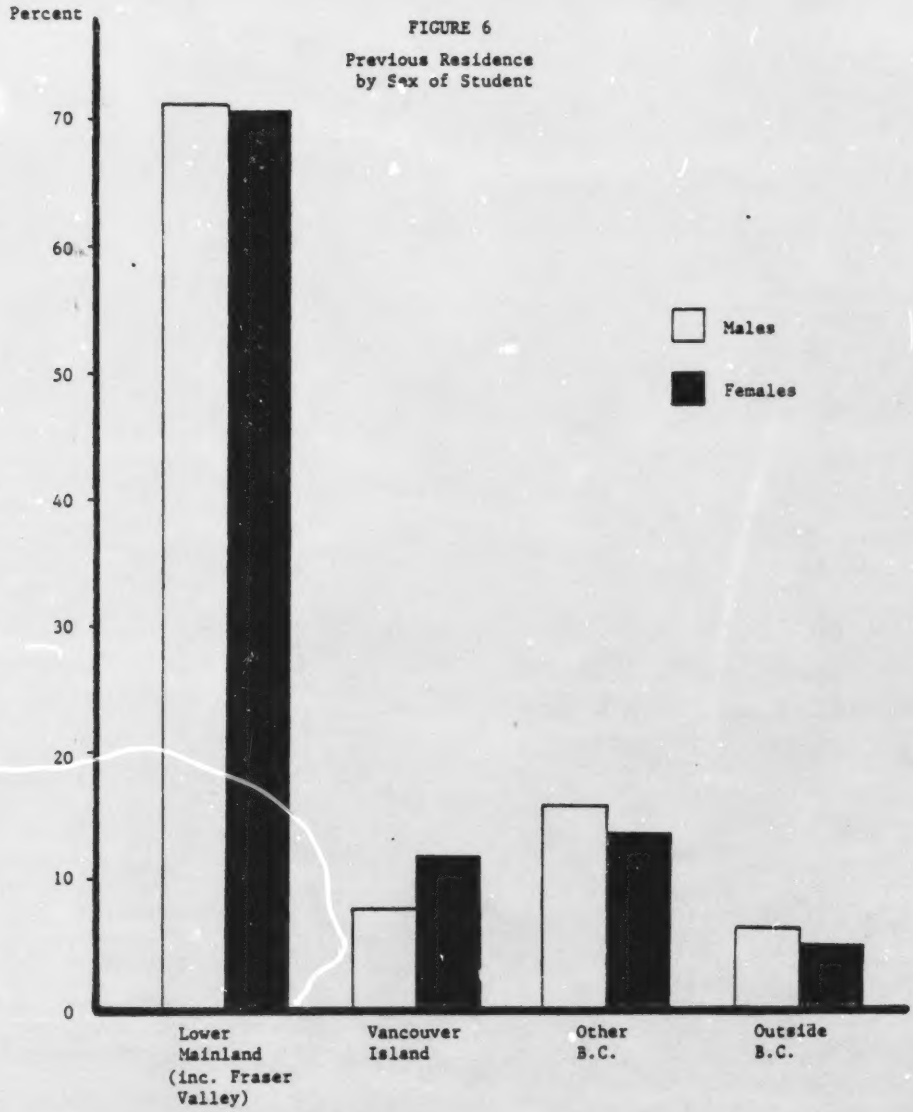
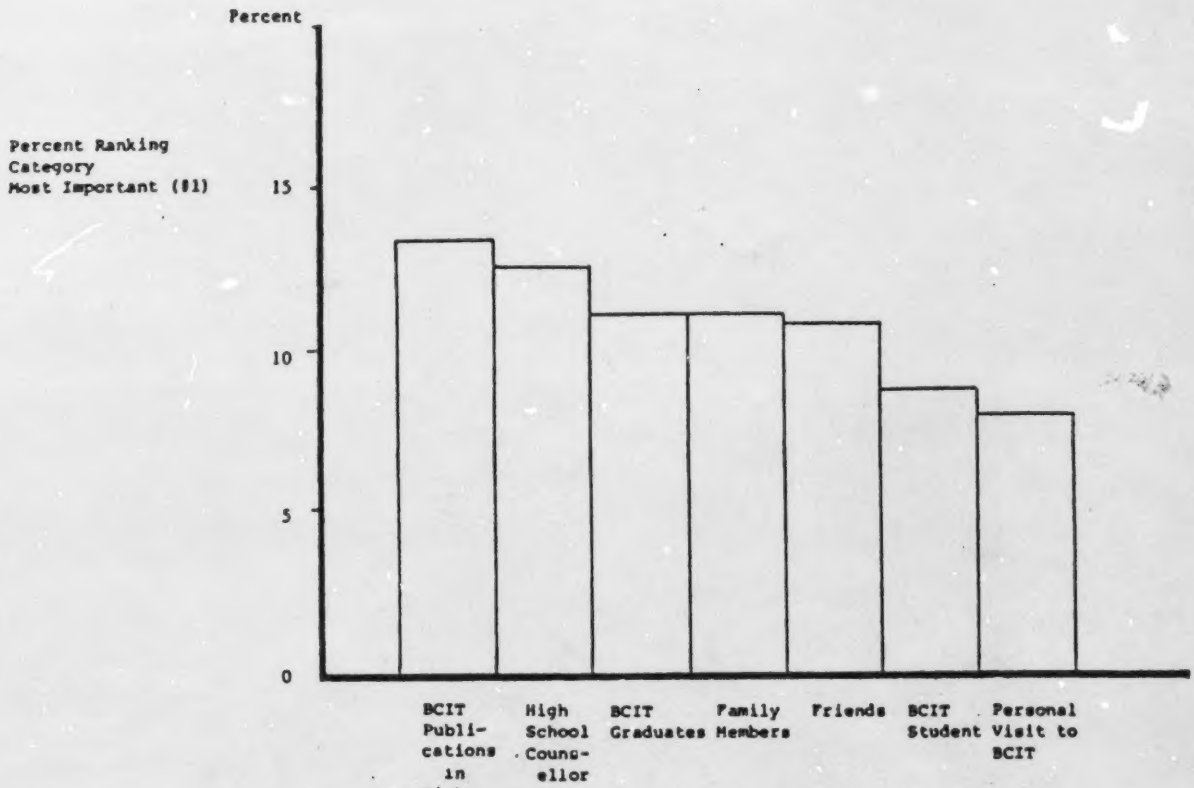


FIGURE 7

Most Important Sources of Awareness



Top Seven Response Categories (remaining categories = 24.6%)

College, BCIT (i.e.visit, student or graduate), significant others (i.e. family, friends, employer) and miscellaneous others, including media. Sources of awareness within the high school were cited as primary by 33.5% of the students; BCIT sources were ranked most important by 27.6% of students; significant others accounted for 25.1%; college sources were cited by 6.8% and 7% selected media or "other" as most important.

Awareness by Age

A strong and significant relationship was found to exist between age groups in primary sources of awareness (X^2 > p.001 .V=.17964). For those aged 21 and under, most (43%) ranked high school sources as primary in creating awareness. Students over 21 cited BCIT sources as more important than any other (36.4%). The relative importance of college sources, though minimal, increased with age, while that of significant others was evenly distributed across age groups.

Awareness by Major Activity

A highly significant difference between students' previous major activity in terms of awareness sources was derived (X^2 > p.01; V= .11888). Those who had been secondary school students were most likely (50.2%) to have been made aware of BCIT through a high school source, as would be expected, with high school counselor receiving the most responses. Respondents who had been in the labour force were more likely (32.5%) to have learned about BCIT from a BCIT student or graduate or visit to the campus. Former college and university students had a higher percentage (10%) citing college sources of awareness than those involved in any other activity, while those who were not seeking a job and/or had full-time family duties had the highest percentage (37.7%) selecting significant others as the most important source of awareness.

Awareness by Residence

Primary sources of awareness differed between residential areas (X^2 > p.01; V=.11083). Those from outside the province were least likely (24.7) to have learned about BCIT from a high school

source, and most likely (28.4%) to have been made aware through a BCIT source. Those from the Lower Mainland had the greatest percentage (34.5%) citing high school sources. Those from Vancouver Island and the remainder of B.C. cited college sources in greater proportion (10.7% and 14.4%, respectively) than those from other areas, though still minimal in volume.

Factors Influencing the Decision to choose BCIT

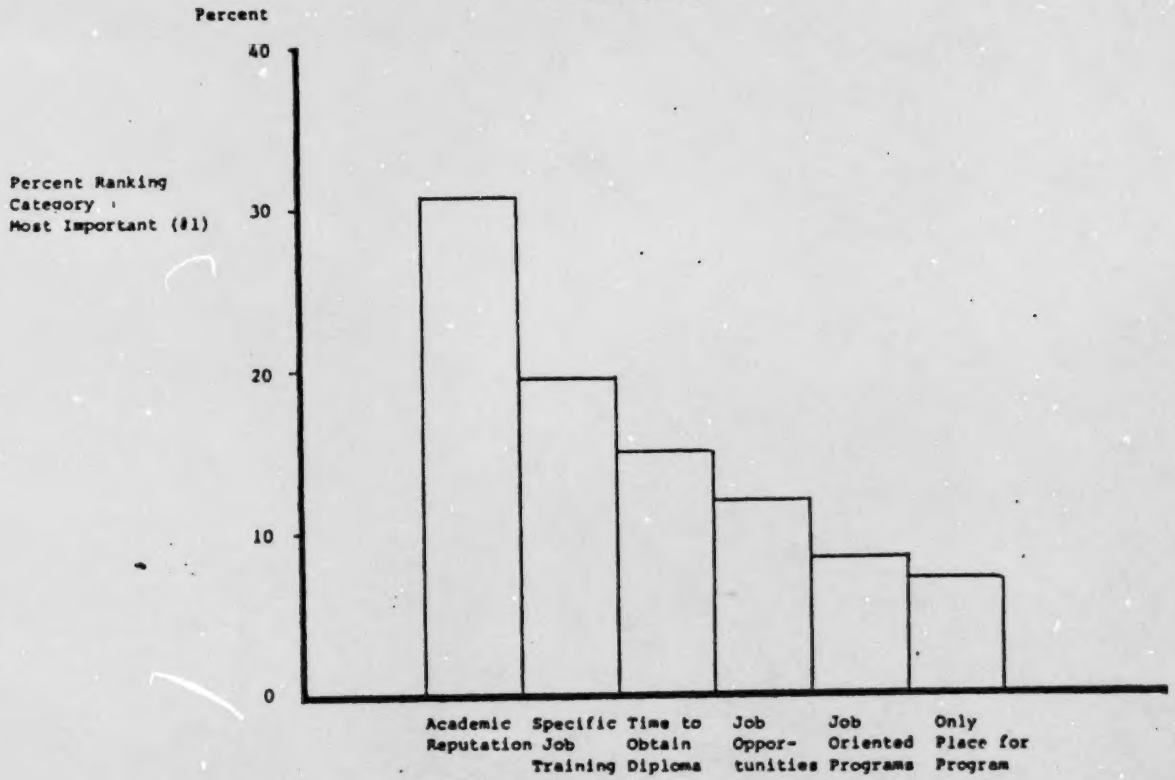
BCIT's academic reputation was the single most important factor (30.4%) influencing students' decision to choose BCIT. (See Figure 8). Training for a specific career received the second most responses (19.0%), followed by the length of time to obtain a diploma (14.3%). When response items related to program type are combined (i.e. training for specific career, training for career advancement, job-oriented programs), the importance of the practical, career-oriented nature of BCIT's programming is evident, with 31.7% of students ranking these as number 1. Employment opportunities after graduating was ranked as most important by 11.6% of students, but received the second highest frequency of total responses regardless of rank. This would indicate that future job opportunities were not a primary determinant but an important consideration in the decision making process. No meaningful relationships were found to exist between student groups and influential factors. Statistical comparisons by sex, age, residence and previous activity produced V values of less than .100.

Influential Individuals

A response bias to the question concerning the most important individuals in the decision-making process was identified. In total, 82.6% of students ranked themselves as most important. Since making one's own decisions tends to be expected in society, this implies that the response item is value laden. Accordingly, the relative importance of other individuals (excluding self) was examined (see Figure 9). The influence of family members was by far the

FIGURE 8

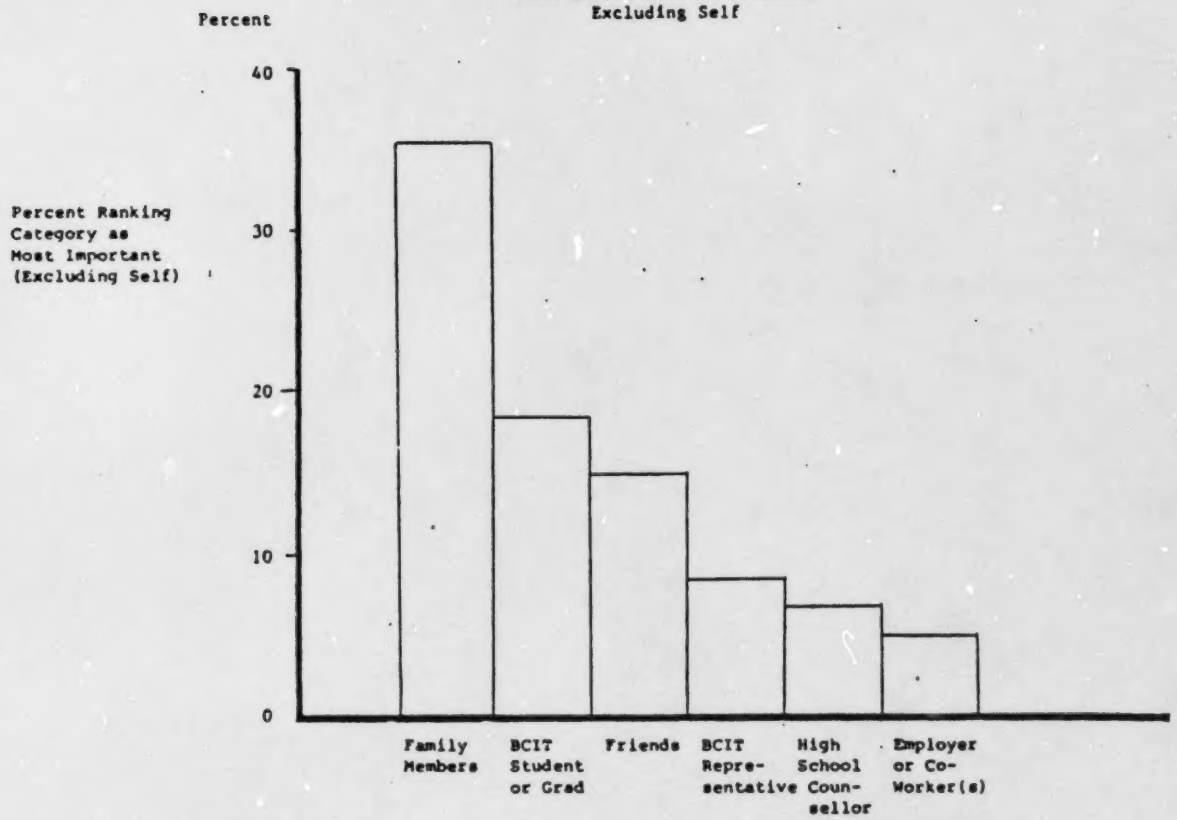
Most Important Factors
in Choosing BCIT



Top Six Response Categories (remaining categories = 10.3%)

FIGURE 9

Most Influential Individuals
Excluding Self



Top Six Response Categories (remaining categories = 11.7%)

greatest, being cited by 35.8% of the students. The next highest ranked response (18.1%) was a present or former BCIT student followed by friends (15.0%). Altogether, formal sources (i.e. teachers, counselors, BCIT representatives) had less influence (23.4% combined) than informal sources (76.6% combined) in the decision-making process. No significant differences between student characteristics in terms of influential individuals were derived. ($V < .100$).

For 25.6% of students nothing worked against them coming to BCIT. Lack of adequate finances was ranked as the number one barrier by 24.8% of the students, plus received the highest frequency of total responses, regardless of rank. Personal uncertainty and lack of prerequisities were cited as the most important barriers by 16.3% and 14.6% of students, respectively.

Barriers to Attending BCIT

There was a strong and significant difference ($X^2 > p.01$; $V=.11290$) between males and females in terms of factors working against them (see Figure 10). A greater percentage of female students (30.6%) than male students (22.4%) had nothing working against them. Meanwhile, lack of prerequisites was more of a barrier for males (16.7%) than for females (11.4%).

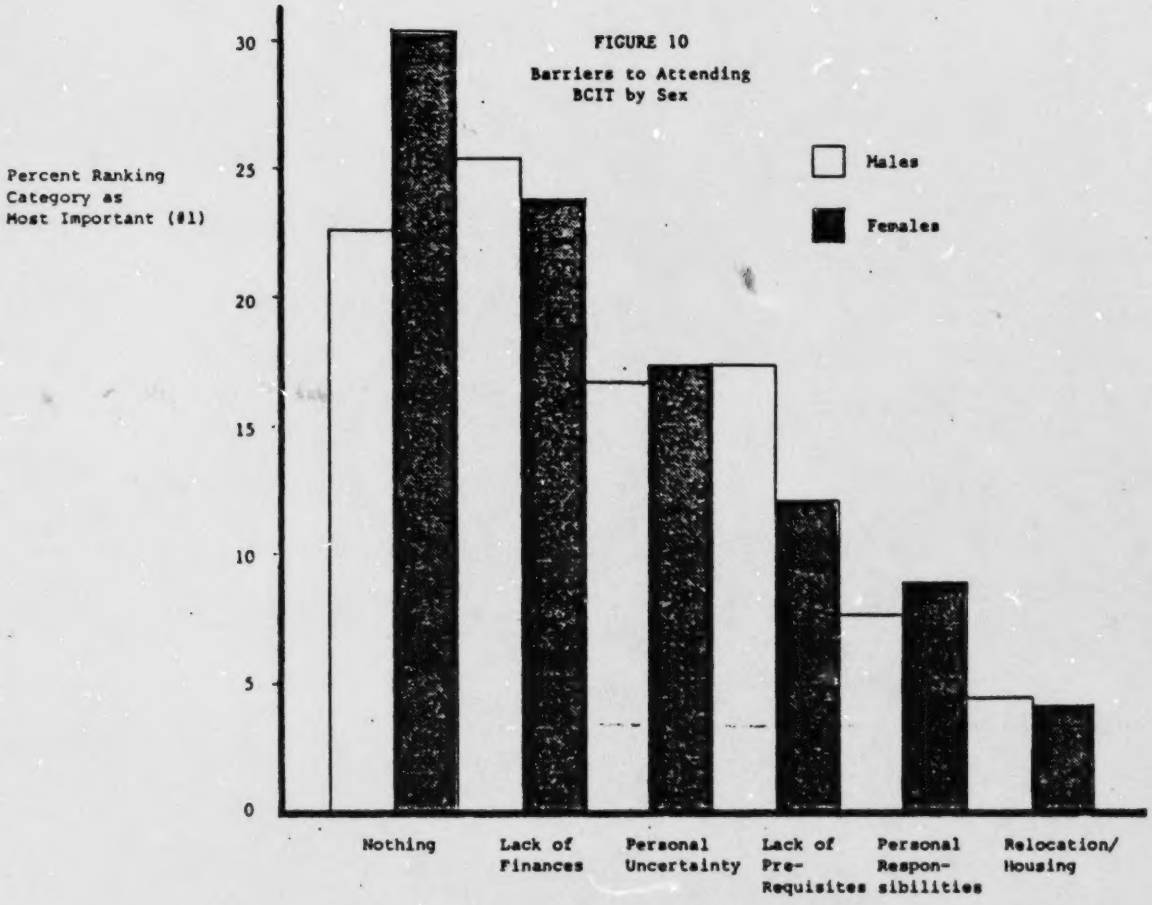
Barriers by Sex

A strong relationship was found to exist between age and barriers ($X^2 > p.01; V=.13345$). Problems caused by personal responsibilities increased in direct proportion to age while personal uncertainty as a barrier decreased with age. Lack of adequate finances was most problematic for those aged 25 and over (28.5%). Furthermore, these older students generally had more factors working against them than the other, younger age groups, with only 17.1% responding that nothing worked against them. Of those aged 18 and under, 31% responded that nothing worked against them. These younger students also had the lowest percentage citing lack of prerequisites (11.9%) and finances (19.2%) as barriers. The 22 through 24 year olds had the

Barriers by Age

FIGURE 10

Barriers to Attending BCIT by Sex



Top Six Response Categories (remaining: Males -8% Females -6%)

highest percentage (16.8%) citing lack of prerequisites as the most important barrier.

Barriers by Major Activity

A high degree of association (X^2> p.01; V=.11133) between previous major activity and barriers was derived. Those students who had been in the labor force had more factors working against them than any other group, with a low of 21.0%citing no problems. Former university students experienced the lowest percentage of problems, with 37.1% responding that nothing worked against them. Those who had been in the labor force had the most financial problems (29.0%) and personal responsiblities (10.1%) but were lowest in personal uncertainty (14.2%). Former students, as a whole, were impeded the least by personal responsiblities (4.2% combined) and finances (20% combined). Former college students had the highest percentage (19.9%) citing lack of prerequisites as a primary barrier while personal uncertainty was problematic for 20.3% of former university students and for 19.9% of former high school students.

Barriers by Residence

Differences in home residence were related to barriers (X^2> p.01; V=.12975). Those from Vancouver Island had the greatest percentage of financial difficulties (35.5%) and the lowest percentage with prerequisite problems (8.9%). Those from the Lower Mainland and outside B.C. had the highest percentage of students with nothing working against them (26.8% and 30.7%, respectively). Those from outside B.C. had the least financial problem (17.3%) but the highest percentage of students with prerequisite problems (18.7%).

Relocation and housing problems was the most important barrier to only 3.9% of the students. Most obviously, those from outside of the Lower Mainland cited this barrier in greater proportion. While only 1.7% of Lower Mainland residents perceived housing to be the most important barrier, 10.7% of those from outside B.C. cited this response followed by 9.6% of Vancouver Island residents and 8.8% of residents in the remainder of the province.

There is a limited on-campus capacity to respond to relocation problems. Of the 336 beds available, 49% are occupied by first year students. Students living on-campus are evenly split between males and females (50% each), and are primarily 19 or 20 years of age. Data provided by the Director of Ancillary Services reflect the following residential distribution of students in residence as of March, 1984: 20% from the Lower Mainland (including Fraser Valley), 22% from Vancouver Island, 48% from the remainder of the province, and 10% from outside B.C.

II. Divisional Comparisons[7]

Enrolment Distribution

Of the responding sample of first year day students, 38% were enroled in the Business Division, 44.3% were enroled in the Engineering Division and 17.7% were in the Health Division. Population enrolment statistics for first year students (1983 Halloween Report) reflect a comparable distribution, with 39.6% in Business, 43.1% in Engineering and 17.3% in Health.

Division by Sex

The sex distribution of the student sample by Division was similar to that of the population.

Table 3

Sex Distribution by Division
Population vs Sample

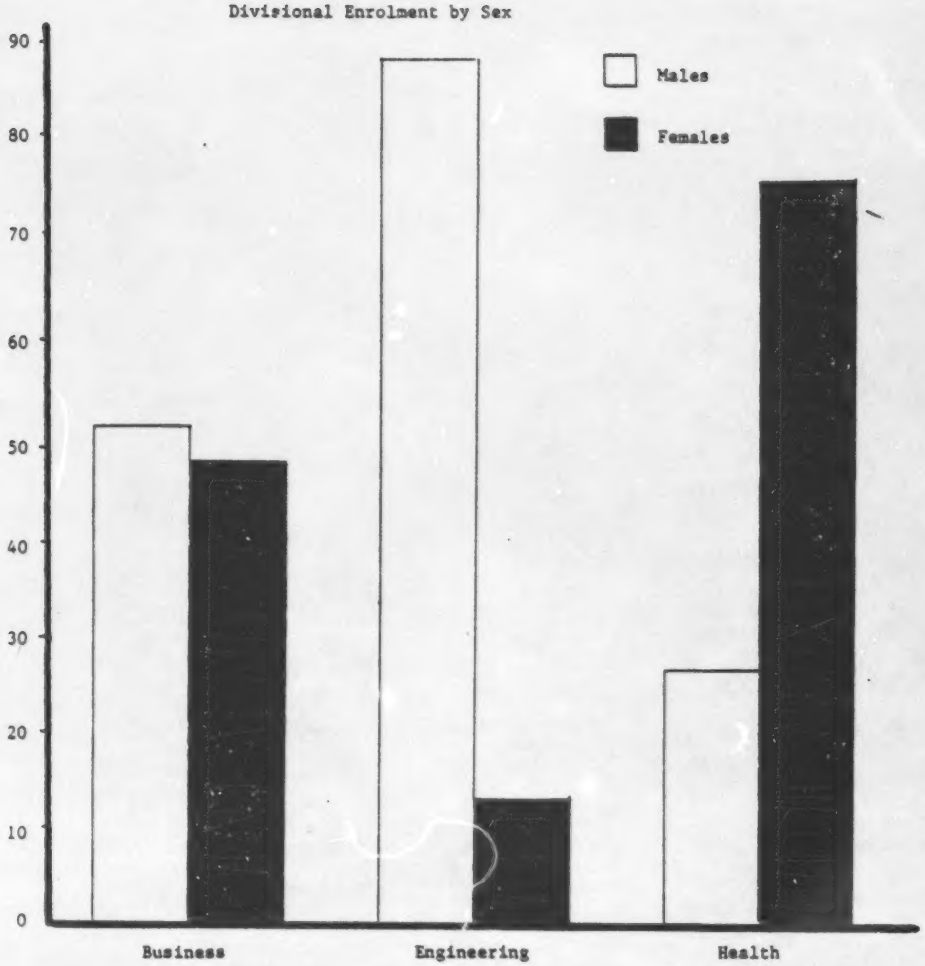
	Population		Sample	
	M	F	M	F
Business	53.5%	46.5%	52%	48%
Engineering	84.3%	15.7%	87.6%	12.4%
Health	25.3%	74.7%	25.7%	74.3%

A strong and significant relationship (X^2 > p.000; V=.503) was found to exist between males and females in terms of Divisonal enrolment (See Figure 11). Significantly more females were enroled in Health Division programs while significantly more males were enroled in the Engineering Division.

(7) For raw data see:
Appendix C for Business Division
Appendix D for Engineering Division
Appendix E for Health Division

N.B. - Data at the technology level is available for review upon request

FIGURE 11
Divisional Enrolment by Sex



Division by Age

The median age of students in the Business and Engineering Divisions was identical at 20.6 years. The Health Division students were slightly older, with a median age of 21.2 years. Accordingly the Health Division had the greatest percentage (26.3%) of mature students (aged 25 and over).

Division by Main Objective

A strong statistical difference ($X^2 > p.01$; V=.13935) was derived between Divisions in terms of students' main objective for enroling at BCIT. A greater proportion of Health Division students were enroled to qualify for a job (66.5%) and to complete certification requirements (8.0%) than those in the other Divisions. The Business Division had the highest percentage of students enroled to improve existing job skills (14.6%) and to decide on a career (21.4%). Responses of students in the Engineering Division were similar to those in the Business Division, though slightly lower in percentage. The Engineering Division students did exhibit the highest percentage enroled for the purpose of transfering to a university (4.4%), albeit minimal.

Division by Time before Registration

There was no meaningful difference found between Divisions in when the decision was made to attend BCIT, with each exhibiting a comparable distribution to that of the institute-wide sample. The same is true for the percentage of students citing BCIT as their first choice institution.

First Choice

Division by Previous Major Activity

A weak relationship ($X^2 > p.01$; V=.08534) was observed between Divisions as to students' previous major activity. A higher percentage of

Business Division students had been employed full-time (36.9%) than those in other Divisions, with Engineering having the lowest proportion (27.8%). The Engineering Division had the most (11.2%) students who had been unemployed but seeking a job. Responses to other major activity categories were relatively evenly distributed across Divisions.

Division by Current Employment Status

A high degree of association ($X^2 > p.01$; V=.1079) was found to exist between Divisions in their students' current employment status. Significantly more Business Division students were employed part-time (36.2%) while significantly more Engineering Division students were not working at all (77.4%) Health Division student responses did not meaningfully differ from the total sample.

Divisional enrolment was not related to year last attended another educational institution, nor to previous main residence. On each factor student responses apprximated those of the total sample.

Division by Sources of Awareness

A weak difference ($X^2 > p.01$; V=.08303) was observed between Engineering and Health students in sources of awareness. The Health Division had the highest percentage of students (42.3%) citing high school sources as the most important in creating awareness of BCIT, particularly the high school counselor. The Engineering Division had the greatest percentage of students (29.3%) learning about BCIT from significant others (family and friends). For the Business Division, responses were comparable to those of the total sample, exhibiting no extremes.

Division by Factors Influencin the Decision to Choose BCIT

A slightly greater percentage of Business Division students (33.3%) ranked academic reputation as the most important factor in deciding to attend BCIT. Length of time to obtain a diploma was more important to Engineering students (16.8%) than to those in other programs. Health Division students had a greater percentage (11.1%) citing only place the program was offered than respondents in Business or Engineering. These differences, though statistically significant, were weak ($X^2 > p.01$; V= .09747). No relationship was found between Divisions in terms of individuals who were influential in the decision to select BCIT.

Division by Barriers

A strong relationship was observed ($X^2 > p.01$; V= .12209) between Divisions and barriers to attending BCIT. The Engineering Division had the lowest percentage of those experiencing no barriers, with a 21.9% responding nothing worked against them compared to 29% in each of the other Divisions. Compared to the other Division, Engineering students had more problems with lacking prerequisites (19.8%). Financial problems were common to all, but lowest (21.9%) for Health students. Business students had more problems due to personal responsibilities (9.9%) than other students, but the least problem with lacking prerequisites (9.1%).

Business Division Profile

Typically, a first year day student in the Business Division can be described as equally likely to be a male or female and aged between 19 and 21. Their main objective for attending is to qualify for a job, but deciding on a career and improving existing job skills are also significant objectives. Most make their decision to attend BCIT less than a year before registration, with seven to eleven months being predominant. In the twelve months before coming to BCIT most had been employed full-time.

Although the majority aren't currently working, more are employed on a part-time basis than other students. Outside of the Lower Mainland, the Okanagan and Camosun College Regions provide the next highest residential draw. A BCIT graduate is the single most important source for learning aboutBCIT, while a BCIT student is the most popular source regardless of degree of importance (i.e. rank). The single most important decision-making factor is academic reputation, and the most popular factor as well. Outside of oneself, family members have the most influence on the decision to attend BCIT. Lack of adequate finances is the biggest factor working against them coming to BCIT, followed by personal uncertainty.

Engineering Division Profile

The typical first year day student in the Engineering Division is male, aged 19 - 21. Their main objective for enroling is also to qualify for a job. Of interest is that the Division has measurably more students wanting to transfer to a university. Seven to eleven months before registration is again the predominent decision-making time. Proportionately fewer had been employed full-time in the year before coming to BCIT, with more of them unemployed but seeking a job than in other Divisions. They are the least likely to be currently employed. Outside of the Lower Mainland, Fraser Valley and Okanagan College Regions provide the next highest residential draw. Friends are the single most important source for learning about BCIT, while high school counsellors are the most popular source regardless of degree of importance (i.e. rank). Academic reputation is both the most important and most popular deciding factor. Outside of oneself, family members are most influential. Financial problems are the biggest barriers, followed by lack of prerequisites.

Health Division Profile

A first year Health Division day student is typically female and slightly older, with proportionately more mature students (25 and over) than in the other Divisions. They too are attending BCIT to qualify for a job, more so than the others. Contrary to students in other Divisions, they are more concerned with completing certification requirements than with improving existing job skills. The time of decision-making is similar to other students. Most had been employed full-time in the preceeding year but most aren't working now. Outside of the Lower Mainland,Fraser Valley and Camosun College Regions provide the next highest residential draw. High school counselors are the most important source of awareness while a personal visit to BCIT is the most popular source, regardless of degree of importance (i.e. rank). Academic reputation is the predominant decision-making factor. Family members still have the most influence,excluding oneself. Financial problems are the biggest barriers, common to all, followed by personal uncertainty.

SUMMARY

BCIT students are career-oriented. They enrol with the main objective of qualifying for a job. Most have been in the labor force for at least the previous year. Fewer and fewer are enrolling directly from secondary school. BCIT is their institute of choice, selected on the basis of its academic reputation and its career specific programs. They make their own decision in selecting BCIT, with support from family members. The biggest problem they encounter in the process is lack of adequate finances.

Younger students, in particular, learn about BCIT in high school, either through the counsellors or from BCIT publications available in the high school. Current and former BCIT students are also effective vehicles for creating awareness, particularly in older students. Therefore, the traditional applicant, being the young high school graduate, is learning about BCIT from traditional sources. For the growing population of older labor force participants, the "product speaks for itself".

APPENDIX A

BCIT FIRST YEAR STUDENT SURVEY

In order to help BCIT effectively recruit new students, we are asking you to respond to this short questionnaire. Thank you for your cooperation and for aiding BCIT in developing sound recruitment policies and strategies.

PART A

Directions: Please record the number which represents your answer in the box(es) provided after each of the following questions.

1. Your sex ☐1
   1. Male
   2. Female
2. Your age (in years) 2☐☐3
3. Your Technology Set Number 4☐☐☐☐7
4. Your Social Insurance Number 8☐☐☐ ☐☐☐ ☐☐☐16
5. What is your MAIN OBJECTIVE for enrolling at BCIT? ☐17
   1. To qualify for a job
   2. To complete certification requirements
   3. To improve existing job skills
   4. To decide on a career
   5. To study until a job becomes available
   6. For personal interest
   7. To transfer to a university
   8. To complete training required as a condition of my present employment
   9. Other (please specify) _____
6. How long before your first registration here did you decide to attend BCIT? ☐18
   1. Less than a month
   2. One to three months
   3. Four to six months
   4. Seven to eleven months
   5. Twelve to twenty-three months
   6. Two years or more
7. Was BCIT your FIRST choice institution? ☐19
   1. Yes
   2. No
8. What was your MAJOR activity during the past twelve month period? ☐20
   1. Student in a secondary school. Where? (specify location) _____
   2. Student in a post-secondary, non-university institution
   3. Student at university
   4. Employed full-time (30 hours or more per week)
   5. Employed part-time (less than 30 hours per week)
   6. Full-time household/family duties
   7. Unemployed but seeking a job
   8. Unemployed, and not seeking a job

9. Number of hours per week you are CURRENTLY employed ☐21
   1. 0 or only occasional jobs
   2. 1 - 10 hours
   3. 11 - 20 hours
   4. 21 - 30 hours
   5. 31 - 40 hours
   6. Over 40 hours

10. In what year did you last attend another educational instituition? 19☐☐ (22, 23)

11. Where was your MAIN place of residence during the past twelve months? ☐☐ (24, 25)
    1. Northern Lights College Region (Peace River, Stikine & Northeastern B.C.)
    2. Northwest College Region (Stewart to Kitimat & the Queen Charlottes)
    3. College of New Caledonia Region (Prince George to Quesnel)
    4. Cariboo College Region (Williams Lake to Merritt)
    5. Okanagan College Region (Revelstoke to Osoyoos)
    6. East Kootenay College Region (Creston and areas east)
    7. Selkirk College Region (Kettle Valley to Kaslo)
    8. North Island College Region (Central Coast, Port Alberni and areas north)
    9. Malaspina College Region (Powell River and Duncan to Parksville)
    10. Camosun College Region (Greater Victoria and the Gulf Islands)
    11. Fraser Valley College Region (Abbotsford and Mission to Hope)
    12. Lower Mainland (areas served by Capilano, Douglas, Kwantlen and Vancouver Community College)
    13. In Canada but outside B.C.
    14. Outside Canada

PART B

Directions:

- For questions 12 through 15, you may indicate more than one response, but only if more than one is appropriate.
- If only one response is appropriate, place a 1 in that box to indicate your response.
- If more than one response applies to you, please *rank* your responses in order of their importance to you by placing a 1 in the box for the most appropriate response, a 2 in the box for the second most appropriate response and so on, until you have ranked all the responses that apply to you in each question.
- If a response other than those listed is important to you, please write it on the line beside "Other" and *include* it in your ranking.

For Example:

Which of the following foods do you enjoy? (Rank as many as apply, in order of importance)

Spinach	☐
Ice Cream	4
Steak	1
French Fries	☐
Hot Dogs	☐
Perogies	3
Tripe	☐
Other (specify) *salmon*	2

12. How did you hear or learn about BCIT? (Rank as many as apply, in order of preference.)

From a high school counsellor	☐ 26
From a high school teacher	☐
College counsellor or instructor	☐
BCIT publications (calendar, brochure etc.) in your high school	☐
BCIT representative at high school	☐
Personal visit to BCIT campus	☐
From a student at BCIT	☐
From a BCIT graduate	☐
BCIT publications in your college	☐
BCIT representative at your college	☐
From my friend(s)	☐
From my employer or co-workers	☐
From parents, spouse or other family members	☐
"Time of Your Life" on Knowledge Network	☐
"Be One - Hire One" bus ads	☐
Radio	☐
Newspapers, magazines etc.	☐
At a Science or Career Fair or PNE	☐
Other (specify) _____	☐ 44

13. When considering your choice of BCIT, which of the following factors were important to you in making your decision? (Rank as many as apply, in order of importance.)

Preferred job-oriented programs	☐ 45
Friend attending	☐
Close to home	☐
Wanted to move to the Lower Mainland	☐
BCIT's academic reputation	☐
The length of time to obtain a recognized diploma	☐
Only place program offered	☐
Wanted training for a specific job or career	☐
Offered financial aid or scholarship	☐
Wanted training for career advancement	☐
Opportunity for employment after graduating	☐
Other (specify) _____	☐ 56

14. Which of the following individuals were important in helping or influencing you to decide on BCIT? (Rank as many as apply, in order of importance.)

My own decision	☐ 57
BCIT representative	☐
Parents, spouse or other family members	☐
Friends	☐
High school teacher	☐
High school counsellor	☐
Post-secondary instructor or counsellor	☐
Present or former BCIT student	☐
Employer or co-worker(s)	☐
Other counsellor (Canada Employment Centre, social worker, etc.)	☐
Other (specify) _____	☐ 67

15. Which of the following factors worked *against* your coming to BCIT? (Rank as many as apply, in order of importance.)

Personal responsibilities and commitments	☐ 68
Lack of prerequisites	☐
Lack of family or marital support	☐
Personal uncertainty	☐
Relocation and housing problems	☐
Lack of adequate finances	☐
I wanted to find a job instead	☐
Nothing worked against me	☐
Other (specify) _____	☐ 76

THANK YOU!

APPENDIX B

ALL

Population - Year 1 Enrolment November 1983 = 2198
Response - 1645 for a 75% sample return
(Missing - Computer Systems, Chemical Sciences & Mining)

BCIT FIRST YEAR STUDENT SURVEY

RESULTS

		#	%
1.	Your sex		
	1. Male	1003	61.4
	2. Female	630	38.6
		#	%
2.	Your age (in years)		
	Median = 20.5 18 and under	28	17.1
	19 - 21	735	45.0
	22 - 24	328	20.1
	25 and over	290	17.8
3.	What is your MAIN OBJECTIVE for enrolling at BCIT?	#	
	1. To qualify for a job	895	55.8
	2. To decide on a career	315	19.7
	3. To improve existing job skills	169	10.5
	4. To complete certification requirements	77	4.8
	5. For personal interest	49	3.1
	6. To transfer to a university	42	2.6
	7. Other (please specify)	33	2.1
	8. To study until a job becomes available	20	1.2
	9. To complete training required as a condition of my present employment	3	.2
4.	How long before your first registration here did you decide to attend BCIT?	#	%
	1. Less than a month	139	8.5
	2. One to three months	208	12.7
	3. Four to six months	383	23.5
	4. Seven to eleven months	402	24.6
	5. Twelve to twenty-three months	368	22.5
	6. Two years or more	133	8.1
5.	Was BCIT your FIRST choice institution?	#	%
	1. Yes	1277	79
	2. No	340	31
6.	What was your MAJOR activity during the past twelve month period?	#	%
	1. Employed full-time (30 hours or more per week)	522	32%
	2. Student in a post-secondary, non university institution	316	19.4
	3. Student in a secondary school. Where? (specific location)	287	17.6
	4. Employed part-time (less than 30 hours per week)	179	11.0
	5. Student at university	149	9.1
	6. Unemployed but seeking a job	120	7.4
	7. Unemployed, and not seeking a job	42	2.6
	8. Full-time household/family duties	13	.8
7.	Number of hours per week you are CURRENTLY employed	#	%
	1. 0	1101	70.1
	2. 1 - 10 hours	289	18.4
	3. 11 - 20 hours	126	8.0
	4. 21 - 30 hours	30	1.9
	5. 31 - 40 hours	17	1.1
	6. Over 40 hours	7	.4

8. In what year did you last attend another educational institution?

Year	#	%
1983	593	37.2
1982	483	30.3
1981	177	11.1
1980	106	6.7
1979-76	157	9.9
1975 & earlier	77	4.8

9. Where was your MAIN place of residence during the past twelve months?

		#	%
1.	Northern Lights College (Peace River, Stikine and Northeastern B.C.)	16	1.0
2.	Northwest College Region (Stewart to Kitimat & and Queen Charlottes)	32	2.0
3.	College of New Caledonia Region (Prince George to Quesnel)	33	2.1
4.	Cariboo College Region (Williams Lake to Merritt)	35	2.2
5.	Okanagan College Region (Revelstoke to Osoyoos)	66	4.1
6.	East Kootenay College Region (Creston and areas west)	19	1.2
7.	Selkirk College Region (Kettle Valley to Kaslo)	32	2.0
8.	North Island College Region (Central Coast, Port Alberni and areas north)	27	1.7
9.	Malaspina College Region (Powell River and Duncan to Parksville)	42	2.6
10.	Camosun College Region (Greater Victoria and the Gulf Islands)	72	4.5
11.	Fraser Valley College Region (Abbotsford and Mission to Hope)	78	4.9
12.	Lower Mainland (areas served by Capilano, Douglas, Kwantlen and Vancouver Community College)	1065	66.6
13.	In Canada but outside B.C.	60	3.8
14.	Outside Canada	21	1.4

10. How did you hear or learn about BCIT? (Rank as many as apply, in order of preference).

Rank	# Ranking as 1	Total Responses
1. BCIT publications (calendar, brochure etc.) in your high school	210	518
2. From a high school counsellor	201	479
3.5 From a BCIT graduate	175	384
3.5 From parents, spouse or other family members	175	323
5. From my friends	174	440
6. From a student at BCIT	138	429
7. Personal visit to BCIT campus	126	451
8. Other (specify)	67	97
9. From a high school teacher	63	215
10. BCIT representative at high school	59	182
11. BCIT publications in your college	57	131
12. From my employers or co-workers	52	152
13. College counsellor or instructor	45	147
14. Newspapers, magazines etc.	19	109
15. At a Science or Career Fair or PNE	14	44
17. BCIT representative at your college	5	42
17. "Time of Your Life" on Knowledge Network	5	26
17. Radio	5	29
19. "Be One -Hire One" bus ads	1	24

11. When considering your choice of BCIT, which of the following factors were important to you in making your decision? (Rank as many as apply, in order of importance.)

Rank		# Ranking as 1	Total Responses
1.	BCIT's academic reputation	493	1102
2.	Wanted training for a specific job or career	309	781
3.	The length of time to obtain a recognized diploma	232	946
4.	Opportunity for employment after graduating	188	961
5.	Preferred job-oriented programs	128	305
6.	Only place program offered	106	326
7.	Wanted training for career advancement	76	264
8.	Close to home	31	256
9.	Wanted to move to the Lower Mainland	26	105
10.	Other	23	47
11.	Friend attending	9	78
12.	Offered financial aid or scholarship	3	32

12. Which of the following individuals were important in helping or influencing you to decide on BCIT? (Rank as many as apply in order of importance)

Rank		# Ranking as 1	Total Responses
1.	My own decision	1329	1503
2.	Parents, spouse or other family members	105	568
3.	Present or former BCIT student	46	353
4.	Friends	31	332
5.	BCIT representative	23	159
6.5	Post-secondary instructor or counsellor	17	84
6.5	Employer or co-worker(s)	17	102
8.	Other	16	43
9.	High school counsellor	13	157
10.	High school teacher	8	104
11.	Other counsellor (Canada Employment Centre, social workers, etc.)	4	22

14. Which of the following factors worked against your coming to BCIT? (Rank as many as apply, in order of importance.)

Rank		# Ranking as 1	Total Responses
1.	Nothing worked against me	396	433
2.	Lack of adequate finances	383	621
3.	Personal uncertainty	252	485
4.	Lack of prerequisites	226	333
5.	Personal responsibilities and commitments	118	269
6.	Relocation and housing problems	60	181
7.	Other (specify)	57	85
8.	I wanted to find a job instead	29	108
9.	Lack of family or marital support	26	81

APPENDIX C — BUSINESS DIVISION

Population - Year 1 Enrolment Nov. 1983 = 880
Response - 614 for a 60.8% sample return
(Missing - 96 students in Computer Systems)

BCIT FIRST YEAR STUDENT SURVEY RESULTS

		#	%
1.	Your sex		
	1. Male	292	48
	2. Female	317	52
2.	Your age (in years)	#	%
	Median = 20.6 18 and under	110	17.9
	19 - 21	286	46.6
	22 - 24	128	20.8
	25 and over	90	14.7
3.	What is your MAIN OBJECTIVE for enrolling at BCIT?	#	%
	1. To qualify for a job	324	53.8
	2. To decide on a career	129	21.4
	3. To improve existing job skills	88	14.6
	4. To complete certification requirements	20	3.3
	5. For personal interest	14	2.3
	6. To transfer to a university	7	1.2
	7. Other (please specify)	17	2.8
	8. To study until a job becomes available	3	0.5
	9. To complete training required as a condition of my present employment	0	-
4.	How long before your first registration here did you decide to attend BCIT?	#	%
	1. Less than a month	47	7.7
	2. One to three months	77	12.6
	3. Four to six months	139	22.8
	4. Seven to eleven months	157	25.7
	5. Twelve to twenty-three months	144	23.6
	6. Two years or more	46	7.5
5.	Was BCIT your FIRST choice institution?	#	%
	1. Yes	476	78.9
	2. No	127	21.1
6.	What was your MAJOR activity during the past twelve month period?	#	%
	1. Employed full-time (30 hours or more per week)	224	36.9
	2. Student in a post-secondary, non university institution	101	16.6
	3. Student in a secondary school. Where? (specific location)	111	18.3
	4. Employed part-time (less than 30 hours per week)	66	10.9
	5. Student at university	56	9.2
	6. Unemployed but seeking a job	24	4.0
	7. Unemployed, and not seeking a job	20	3.3
	8. Full-time household/family duties	5	0.8
7.	Number of hours per week you are CURRENTLY employed	#	%
	1. 0	368	62.3
	2. 1 - 10 hours	138	23.3
	3. 11 - 20 hours	62	10.5
	4. 21 - 30 hours	14	2.4
	5. 31 - 40 hours	7	1.2
	6. Over 40 hours	2	0.3

8. In what year did you last attend another educational institution?

Year	#	%
1983	226	37.9
1982	162	27.1
1981	69	11.6
1980	40	6.7
1979-76	69	11.6
1975 & earlier	31	5.2

9. Where was your MAIN place of residence during the past twelve months?

	#	%
1. Northern Lights College (Peace River, Stikine and Northeastern B.C.)	3	0.5
2. Northwest College Region (Stewart to Kitimat & and Queen Charlottes)	14	2.4
3. College of New Caledonia Region (Prince George to Quesnel)	17	2.9
4. Cariboo College Region (Williams Lake to Merritt)	12	2.0
5. Okanagan College Region (Revelstoke to Osoyoos)	26	4.4
6. East Kootenay College Region (Creston and areas west)	4	0.7
7. Selkirk College Region (Kettle Valley to Kaslo)	9	1.5
8. North Island College Region (Central Coast, Port Alberni and areas north)	10	1.7
9. Malaspina College Region (Powell River and Duncan to Parksville)	16	2.7
10. Camosun College Region (Greater Victoria and the Gulf Islands)	26	4.4
11. Fraser Valley College Region (Abbotsford and Mission to Hope)	21	3.5
12. Lower Mainland (areas served by Capilano, Douglas, Kwantlen and Vancouver Community College)	403	68.0
13. In Canada but outside B.C.	23	3.9
14. Outside Canada	13	2.2

10. How did you hear or learn about BCIT? (Rank as many as apply, in order of preference).

Rank Business	Rank All		# Ranking as 1	Total Responses
2.5	1.	BCIT publications (calendar, brochure etc.) in your high school	71	186
2.5	2.	From a high school counsellor	71	186
1	3.5	From a BCIT graduate	74	157
4	3.5	From parents, spouse or other family members	68	126
5	5.	From my friends	62	165
6	6.	From a student at BCIT	60	187
7	7.	Personal visit to BCIT campus	42	157
8	8.	Other (specify)	29	39
9.5	9.	From a high school teacher	26	83
9.5	10.	BCIT representative at high school	26	75
11	11.	BCIT publications in your college	24	57
12	12.	From my employers or co-workers	20	75
13.5	13.	College counsellor or instructor	10	49
13.5	14.	Newspapers, magazines etc.	10	46
15.5	15.	At a Science or Career Fair or PNE	2	14
15.5	17.	BCIT representative at your college	2	15
18	17.	"Time of Your Life" on Knowledge Network	1	7
18	17.	Radio	1	9
18	19.	"Be One -Hire One" bus ads	1	12

11. When considering your choice of BCIT, which of the following factors were important to you in making your decision? (Rank as many as apply, in order of importance.)

Rank Business	Rank All		# Ranking as 1	Total Responses
1	1.	BCIT's academic reputation	203	427
2	2.	Wanted training for a specific job or career	101	293
3	3.	The length of time to obtain a recognized diploma	82	360
4	4.	Opportunity for employment after graduating	79	375
5	5.	Preferred job-oriented programs	51	137
6	6.	Only place program offered	33	99
7	7.	Wanted training for career advancement	32	128
9	8.	Close to home	8	85
10	9.	Wanted to move to the Lower Mainland	6	35
8	10.	Other	10	22
11	11.	Friend attending	4	39
12	12.	Offered financial aid or scholarship	1	10

12. Which of the following individuals were important in helping or influencing you to decide on BCIT? (Rank as many as apply in order of importance)

Rank Business	Rank All		# Ranking as 1	Total Responses
1	1.	My own decision	488	560
2	2.	Parents, spouse or other family members	36	224
3	3.	Present or former BCIT student	18	156
4.5	4.	Friends	14	163
4.5	5.	BCIT representative	14	65
9	6.5	Post-secondary instructor or counsellor	4	24
7	6.5	Employer or co-worker(s)	9	45
6	8.	Other	12	21
9	9.	High school counsellor	4	63
9	10.	High school teacher	4	47
11	11.	Other counsellor (Canada Employment Centre, social workers, etc.)	2	8

14. Which of the following factors worked against your coming to BCIT?(Rank as many as apply, in order of importance.)

Rank Business	Rank All		# Ranking as 1	Total Responses
1	1.	Nothing worked against me	166	183
2	2.	Lack of adequate finances	145	208
3	3.	Personal uncertainty	95	182
5	4.	Lack of prerequisites	52	83
4	5.	Personal responsibilities and commitments	57	102
7	6.	Relocation and housing problems	17	53
6	7.	Other (specify)	21	33
8	8.	I wanted to find a job instead	13	49
9	9.	Lack of family or marital support	7	22

APPENDIX D

ENGINEERING DIVISION

Population - Year 1 Enrolment Nov. 1983 = 945
Response- 715 for a 75.7% sample return
(Missing - 56 students in Chemical Sciences & 16 in Mining

BCIT FIRST YEAR STUDENT SURVEY RESULTS

		#	%
1.	Your sex		
	1. Male	622	87.6
	2. Female	88	12.4
2.	Your age (in years)		
	Median = 20.7 18 and under	115	16.1
	19 - 21	339	47.4
	22 - 24	143	20.0
	25 and over	118	16.5
3.	What is your MAIN OBJECTIVE for enrolling at BCIT?	#	%
	1. To qualify for a job	369	52.7
	2. To decide on a career	145	20.7
	3. To improve existing job skills	66	9.4
	4. To complete certification requirements	32	4.6
	5. For personal interest	27	3.9
	6. To transfer to a university	31	4.4
	7. Other (please specify)	11	1.6
	8. To study until a job becomes available	16	2.3
	9. To complete training required as a condition of my present employment	3	0.4
4.	How long before your first registration here did you decide to attend BCIT?	#	%
	1. Less than a month	65	9.2
	2. One to three months	90	12.7
	3. Four to six months	169	23.9
	4. Seven to eleven months	176	24.9
	5. Twelve to twenty-three months	144	20.4
	6. Two years or more	63	8.9
5.	Was BCIT your FIRST choice institution?	#	%
	1. Yes	552	78.4
	2. No	152	21.6
6.	What was your MAJOR activity during the past twelve month period?	#	%
	1. Employed full-time (30 hours or more per week)	198	27.8
	2. Student in a post-secondary, non university institution	149	20.9
	3. Student in a secondary school. Where? (specific location)	125	17.6
	4. Employed part-time (less than 30 hours per week)	75	10.5
	5. Student at university	63	8.9
	6. Unemployed but seeking a job	80	11.2
	7. Unemployed, and not seeking a job	20	2.8
	8. Full-time household/family duties	2	0.3
7.	Number of hours per week you are CURRENTLY employed	#	%
	1. 0	527	77.4
	2. 1 - 10 hours	93	13.7
	3. 11 - 20 hours	40	5.9
	4. 21 - 30 hours	11	1.6
	5. 31 - 40 hours	6	0.9
	6. Over 40 hours	4	0.6

8. In what year did you last attend another educational institution?

Year	#	%
1983	267	38.9
1982	212	30.9
1981	69	10.0
1980	43	6.3
1979-76	67	9.7
1975 & earlier	29	4.2

9. Where was your MAIN place of residence during the past twelve months?

	#	%
1. Northern Lights College (Peace River, Stikine and Northeastern B.C.)	12	1.7
2. Northwest College Region (Stewart to Kitimat & and Queen Charlottes)	15	2.2
3. College of New Caledonia Region (Prince George to Quesnel)	14	2.0
4. Cariboo College Region (Williams Lake to Merritt)	19	2.7
5. Okanagan College Region (Revelstoke to Osoyoos)	32	4.6
6. East Kootenay College Region (Creston and areas west)	9	1.3
7. Selkirk College Region (Kettle Valley to Kaslo)	16	2.3
8. North Island College Region (Central Coast, Port Alberni and areas north)	12	1.7
9. Malaspina College Region (Powell River and Duncan to Parksville)	16	2.3
10. Camosun College Region (Greater Victoria and the Gulf Islands)	14	2.0
11. Fraser Valley College Region (Abbotsford and Mission to Hope)	40	5.8
12. Lower Mainland (areas served by Capilano, Douglas, Kwantlen and Vancouver Community College)	454	65.2
13. In Canada but outside B.C.	22	3.2
14. Outside Canada	6	0.9

10. How did you hear or learn about BCIT? (Rank as many as apply, in order of preference).

Rank Engineering	Rank All		# Ranking as 1	Total Responses
2	1.	BCIT publications (calendar, brochure etc.) in your high school	86	225
6.5	2.	From a high school counsellor	55	213
4	3.5	From a BCIT graduate	62	153
3	3.5	From parents, spouse or other family members	79	138
1	5.	From my friends	87	203
5	6.	From a student at BCIT	58	168
6.5	7.	Personal visit to BCIT campus	55	188
9	8.	Other (specify)	26	39
8	9.	From a high school teacher	34	113
11	10.	BCIT representative at high school	24	76
13	11.	BCIT publications in your college	20	47
10	12.	From my employers or co-workers	25	58
12	13.	College counsellor or instructor	23	67
15	14.	Newspapers, magazines etc.	6	45
14	15.	At a Science or Career Fair or PNE	8	16
18	17.	BCIT representative at your college	1	16
16.5	17.	"Time of Your Life" on Knowledge Network	2	12
16.5	17.	Radio	2	11
19	19.	"Be One -Hire One" bus ads	0	44

11. When considering your choice of BCIT, which of the following factors were important to you in making your decision? (Rank as many as apply, in order of importance.)

Rank Engineering	Rank All		# Ranking as 1	Total Responses
1	1.	BCIT's academic reputation	198	460
2	2.	Wanted training for a specific job or career	130	315
3	3.	The length of time to obtain a recognized diploma	117	425
4	4.	Opportunity for employment after graduating	84	409
5	5.	Preferred job-oriented programs	57	121
7	6.	Only place program offered	35	113
6	7.	Wanted training for career advancement	37	106
9	8.	Close to home	10	113
8	9.	Wanted to move to the Lower Mainland	14	51
10	10.	Other	8	18
11	11.	Friend attending	4	31
12	12.	Offered financial aid or scholarship	2	15

12. Which of the following individuals were important in helping or influencing you to decide on BCIT? (Rank as many as apply in order of importance)

Rank Engineering	Rank All		# Ranking as 1	Total Responses
1	1.	My own decision	577	645
2	2.	Parents, spouse or other family members	51	239
3	3.	Present or former BCIT student	19	142
4	4.	Friends	14	126
8	5.	BCIT representative	5	52
5	6.5	Post-secondary instructor or counsellor	7	39
6.5	6.5	Employer or co-worker(s)	6	42
10.5	8.	Other	2	14
6.5	9.	High school counsellor	6	68
9	10.	High school teacher	4	52
10.5	11.	Other counsellor (Canada Employment Centre, social workers, etc.)	2	9

14. Which of the following factors worked against your coming to BCIT?(Rank as many as apply, in order of importance.)

Rank Engineering	Rank All		# Ranking as 1	Total Responses
2	1.	Nothing worked against me	147	162
1	2.	Lack of adequate finances	174	301
4	3.	Personal uncertainty	105	216
3	4.	Lack of prerequisites	133	193
5	5.	Personal responsibilities and commitments	36	111
6	6.	Relocation and housing problems	28	80
7	7.	Other (specify)	24	36
8	8.	I wanted to find a job instead	14	53
9	9.	Lack of family or marital support	11	37

APPENDIX E

HEALTH DIVISION

Population- Year 1 Enrolment Nov. 1983 = 373
Response- 285 for a 76.4% sample return
(All techs responding)

BCIT FIRST YEAR STUDENT SURVEY

RESULTS

		#	%
1.	Your sex		
	1. Male	73	25.7
	2. Female	211	74.3
2.	Your age (in years)		
	Median = 21.2 18 and under	48	16.8
	19 - 21	106	37.2
	22 - 24	56	19.7
	25 and over	75	26.3
3.	What is your MAIN OBJECTIVE for enrolling at BCIT?	#	%
	1. To qualify for a job	183	66.5
	2. To decide on a career	40	14.5
	3. To improve existing job skills	13	4.7
	4. To complete certification requirements	22	8.0
	5. For personal interest	8	2.9
	6. To transfer to a university	3	1.1
	7. Other (please specify)	5	1.8
	8. To study until a job becomes available	1	0.4
	9. To complete training required as a condition of my present employment	0	-
4.	How long before your first registration here did you decide to attend BCIT?	#	%
	1. Less than a month	25	8.8
	2. One to three months	35	12.3
	3. Four to six months	69	24.2
	4. Seven to eleven months	64	22.5
	5. Twelve to twenty-three months	71	24.9
	6. Two years or more	21	7.4
5.	Was BCIT your FIRST choice institution?	#	%
	1. Yes	228	81.1
	2. No	53	18.9
6.	What was your MAJOR activity during the past twelve month period?	#	%
	1. Employed full-time (30 hours or more per week)	91	32.2
	2. Student in a post-secondary, non university institution	61	21.6
	3. Student in a secondary school. Where? (specific location)	47	16.6
	4. Employed part-time (less than 30 hours per week)	34	12.0
	5. Student at university	28	9.9
	6. Unemployed but seeking a job	14	4.9
	7. Unemployed, and not seeking a job	4	1.4
	8. Full-time household/family duties	4	1.4
7.	Number of hours per week you are CURRENTLY employed	#	%
	1. 0	186	68.9
	2. 1 - 10 hours	53	19.6
	3. 11 - 20 hours	23	8.5
	4. 21 - 30 hours	4	1.5
	5. 31 - 40 hours	3	1.1
	6. Over 40 hours	1	0.4

8. In what year did you last attend another educational institution?

Year	#	%
1983	92	33.0
1982	98	35.1
1981	34	12.2
1980	20	7.2
1979-76	21	7.5
1975 & earlier	14	5.0

9. Where was your MAIN place of residence during the past twelve months?

	#	%
1. Northern Lights College (Peace River, Stikine and Northeastern B.C.)	1	0.4
2. Northwest College Region (Stewart to Kitimat & and Queen Charlottes)	3	1.1
3. College of New Caledonia Region (Prince George to Quesnel)	2	0.7
4. Cariboo College Region (Williams Lake to Merritt)	3	1.1
5. Okanagan College Region (Revelstoke to Osoyoos)	12	4.3
6. East Kootenay College Region (Creston and areas west)	5	1.8
7. Selkirk College Region (Kettle Valley to Kaslo)	7	2.5
8. North Island College Region (Central Coast, Port Alberni and areas north)	5	1.8
9. Malaspina College Region (Powell River and Duncan to Parksville)	10	3.6
10. Camosun College Region (Greater Victoria and the Gulf Islands)	14	5.0
11. Fraser Valley College Region (Abbotsford and Mission to Hope)	16	5.7
12. Lower Mainland (areas served by Capilano, Douglas, Kwantlen and Vancouver Community College)	187	66.5
13. In Canada but outside B.C.	14	5.0
14. Outside Canada	2	0.7

10. How did you hear or learn about BCIT? (Rank as many as apply, in order of preference).

Rank Health	Rank All		# Ranking as 1	Total Responses
2	1.	BCIT publications (calendar, brochure etc.) in your high school	49	98
1	2.	From a high school counsellor	73	76
3	3.5	From a BCIT graduate	34	67
4	3.5	From parents, spouse or other family members	27	57
6	5.	From my friends	24	66
7	6.	From a student at BCIT	18	65
5	7.	Personal visit to BCIT campus	26	101
9	8.	Other (specify)	12	19
15.5	9.	From a high school teacher	2	18
11	10.	BCIT representative at high school	7	28
8	11.	BCIT publications in your college	13	26
12	12.	From my employers or co-workers	6	17
10	13.	College counsellor or instructor	9	27
13	14.	Newspapers, magazines etc.	3	14
15.5	15.	At a Science or Career Fair or PNE	2	12
15.5	17.	BCIT representative at your college	2	11
18	17.	"Time of Your Life" on Knowledge Network	1	5
15.5	17.	Radio	2	8
19	19.	"Be One -Hire One" bus ads	0	7

11. When considering your choice of BCIT, which of the following factors were important to you in making your decision? (Rank as many as apply, in order of importance.)

Rank Health	Rank All		# Ranking as 1	Total Responses
1	1.	BCIT's academic reputation	87	198
2	2.	Wanted training for a specific job or career	73	161
4	3.	The length of time to obtain a recognized diploma	29	146
5	4.	Opportunity for employment after graduating	24	163
6	5.	Preferred job-oriented programs	15	42
3	6.	Only place program offered	32	104
8.5	7.	Wanted training for career advancement	6	25
7	8.	Close to home	11	51
8.5	9.	Wanted to move to the Lower Mainland	6	16
10	10.	Other	5	7
11	11.	Friend attending	1	7
12	12.	Offered financial aid or scholarship	0	5

12. Which of the following individuals were important in helping or influencing you to decide on BCIT? (Rank as many as apply in order of importance)

Rank Health	Rank All		# Ranking as 1	Total Responses
1	1.	My own decision	237	270
2	2.	Parents, spouse or other family members	18	100
3	3.	Present or former BCIT student	7	48
6.5	4.	Friends	3	40
5	5.	BCIT representative	4	38
4	6.5	Post-secondary instructor or counsellor	5	18
8.5	6.5	Employer or co-worker(s)	2	13
8.5	8.	Other	2	7
6.5	9.	High school counsellor	3	25
10.5	10.	High school teacher	0	4
10.5	11.	Other counsellor (Canada Employment Centre, social workers, etc.)	0	4

14. Which of the following factors worked against your coming to BCIT?(Rank as many as apply, in order of importance.)

Rank Health	Rank All		# Ranking as 1	Total Responses
1	1.	Nothing worked against me	81	85
2	2.	Lack of adequate finances	59	100
3	3.	Personal uncertainty	45	75
4	4.	Lack of prerequisites	37	52
5	5.	Personal responsibilities and commitments	21	49
6	6.	Relocation and housing problems	14	44
7	7.	Other (specify)	11	15
9	8.	I wanted to find a job instead	1	5
8	9.	Lack of family or marital support	6	18

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